

**THE IMPLEMENTATION OF THE NATIONAL INCLUSIVE EDUCATION
STRATEGY IN PRIMARY SCHOOLS IN MOROGORO MUNICIPALITY,
TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES IN THE OPEN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled “*An investigation on implementation of national inclusive education strategy in primary schools in Morogoro Municipality, Tanzania*”, in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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DECLARATION

I, **Zaituni Said Mmbuji**, do hereby declare that this dissertation report is my own original work and that has not been submitted by anyone for a master degree or its equivalent in any higher learning institution.

.....

Signature

.....

Date

DEDICATION

I dedicate this dissertation to my beloved hubby Paul Kimoho, my two daughters Ester and Grace, my sons Samwel and Moses, My Beloved Parents Mr and Mrs Fanuel Mmbuji (Navoneiwa Mziray and Fanuel Mmbuji) for their patience, encouragement and devotion to allow me to spend little family financial resources for my post graduate studies. They have made me a courageous wife and mother respectively, this has made me work hard for my family, and may you work harder and get more success for future.

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ABSTRACT

This study investigated the implementation of the national strategy on inclusive education in Tanzania in Morogoro Municipality's primary schools. The study traced the enrollment and completion rates for students with special needs in primary schools, assessed the availability of support services to students with special needs, and examine the availability and adequacy of teaching and learning materials for students with special needs in primary schools. The study was qualitative in nature in which a total of 102 respondents participated in the study. Out of 102 respondents there were 1 District Education Officer; 9 head teachers; 18 teachers; 12 parents; 45 children without disabilities and 12 children with disabilities. Findings indicated that national inclusive education strategy needed trained teachers and preparedness for teaching children with disabilities enrolled in regular classrooms. The study identified the challenges towards implementation of inclusive education and suggests the strategies to successfully implement of inclusive of education in primary schools. Stakeholders also had a view that schools needed attractive and conducive environment, adequate materials and good infrastructure. Inclusive education demands teacher to meet the needs of students with disabilities in a regular classroom. Thus, the success of inclusive education rests on quality teacher preparation; quality teaching materials and environment gearing towards inclusive education. The study therefore, recommends further study to find out major factors that hinder successful implementation of national inclusive education in primary schools.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBO	-	Community Based Organisation
EFA	-	Education for All
EPSE	-	Education Programme in Psychology and Special Education
ETP	-	Education Training Policy
MOEVT	-	Ministry of Education and Vocation Training
SECUCo	-	Sebastian Kolowa University College of Education.
SEN	-	Special Needs Education
SN	-	Special Needs
SPSS	-	Statistical Package for Social Science
TEN/MET	-	Tanzania Education Network
UK	-	United Kingdom
UNDP	-	United Nations Development Programme
UNESCO	-	United Nations Education and Science Culture Organization
UNESCO	-	United Nations Education, Scientific and Cultural Organization
UNICEF	-	United Nations Children's Fund
URT	-	United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION

This chapter presents the background information of the study. It is organized into sub-sections including the background to the study, statement of the research problem, research objectives, research questions, significance of the study, limitation and delimitation of study, and definition of key Terms.

1.1 Background of the Study

According to the National strategy on Inclusive Education in Tanzania 2009-2017, Inclusive education is a system of education in which all children, youths and adults are enrolled, actively participate and achieve in regular schools and other educational programmes regardless of their diverse backgrounds and abilities, without discrimination, through minimisation of barriers and maximisation of resources (URT, 2009). That barriers emanate from a range of factors intrinsic and extrinsic to learners. Through the identification of these barriers, educational programmes and schools attempt to provide support to teachers and learners through the maximisation of resources available to minimise or remove the barriers. Definition and conceptualisation of Inclusive education in Tanzania poses challenges to school management whose mandate is to ensure all children learn and achieve in a regular schools.

School management practices has remained the same whereas school composition has gradually changed from 1997 when Tanzania started implementing inclusive education. Within inclusive education, teachers and school managers need training so that they can manage schools well.

Inclusive education in Tanzania started being practiced in 1997 in Temeke Municipality (Kapinga, 2012; Mnyanyi, 2014). In 2009 Tanzania formulated a national inclusive education strategy planned to end in 2017 (URT, 2009) with a view to improve support services for children with disabilities in Tanzania. The focus on the National Inclusive Education Strategy was on increasing efforts and resources in order to develop schools to become more responsive to the needs of learners and teachers with the aim to reach out to vulnerable learners, including those with disabilities.

It was opined that there were a need to ensure policies, practices and cultures throughout education system, and schools and other education programmes are proactive in reaching out to vulnerable children, youths and adults who are out of education provision or who are not achieving their potential (URT, 2009). One of the main assumptions was that teacher education had to be greatly developed both in quality and quantity to make it possible for the growing number of children to receive education that adequately cater for their needs.

Inclusive education in primary schools as the way of providing quality and accessible education to children with special needs has been emphasized worldwide. This is reflected by UNESCO which formally adopted the concept of inclusive education in 1994 and mandated all countries to implement it. (Ainscow, 2002). UNESCO Salamanca statement and framework for Action (1994) reinforced the obligation for schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other condition. The fundamental principle of inclusive schools was that, “all children should learn together regardless of any difficulties or

differences they have. School must recognize and respond to the diverse needs of their students by accommodating both different learning styles. This was declared by UNESCO in 1994 that “all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and ratio of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be continuum of support and services to match the continuum of special needs encountered in every school”.

Scholars agree that every human being has the right to get quality and equitable basic education in spite of one's physical, intellectual, emotional, social and linguistic or any other conditions (Ainscow, Dyson, Goldrick, and West, 2011; Mbelle, 2008). Quality and equitable basic education is ensured where there are good learning environment that give chances for every student to learn. Children with special needs however, experiences difficulties to attain their basic education which is associated with unsupportive learning environment that affect their social, psychological and academic spheres that may likely affect their academic performances at school (McLeod, 2014). Many school age children with special needs are not enrolled in schools due to the fact that their conditions do not suit with facilities available for them to live and study comfortably in schools.

Historically, the approach of segregated special education was supported by the medical model of disability which viewed the barriers to learning as being within the disabled children. In contrary it was perceived that separate placement for instruction

for learners with disabilities may become dumping ground for student with variety of unrelated problem (Learner, 1985). Persons with disabilities and other special needs have been marginalized and denied equitable participation opportunities, including participation in primary education. They have been criminally victimized within the society's institutions mostly due to negative psychological factors such as negative attitudes, prejudices, stereotyping, and stigmas (Hughes, 2005). Children with special needs have experienced narrow chances to enjoy school environments or practices due to fewer priorities given by educational providers to issues that may support the disabled students especially in developing countries in areas such as curriculums, teaching and learning materials, infrastructure, special programs such as sports and games, environmental issues and the general quality of education.

By realizing challenges people with disabilities face particularly in educational sector, inclusive primary education was the world educational strategy initiated to address challenges facing children with disabilities in schools. Inclusive education as argued by Winter and O'Raw (2010) and Mitchell (2010), is regarded as an educational approach for 21st century which ensures the rights of the vast majority of students. Inclusive education is regarded as ones means towards social justice and social inclusion and it provides human right and equal opportunities for all children to attain basic education regardless of their sex, races, physical ability or disability. Inclusion as an educational philosophy and approach serves as compass, guiding education institutes in their journey to creating caring, human rights, supportive and effective learning environment and communities (Steinbeck and Stainback, 1990).

The idea of inclusive education originated since 1990's when the emergence and development of special education and special schools became very much the norm

for pupils with special needs where the students were segregated according to their difficulties. Special education was seen as an essential way of helping students with special needs in learning as they were regarded to be incapable of benefiting from ordinary method of instruction (Thomas *et al*, 1998). The UNESCO proposed the concept of inclusive education at the world conference on EFA in Jomtien Thailand in 1990. Then in 1994 UNESCO passed the Salamanca statement on the principles, policy and practice of Inclusive education.

Regardless of the effort to establish inclusive education that will address social, cultural and psychological problems to students with special needs, Govinder (2009) argued that in developing countries, many children specifically those with disabilities are out of schools. This may be due to factors such as poor budgets in financial years on financing education specifically inclusive primary education that provides chances for children regardless their special needs to be educated. In parallel to that, governments and stakeholders' priorities became a great determinant on implementing inclusive primary education. This is in line with Education for All (EFA) Global Monitoring Report 2010 who revealed that, reaching the marginalized children with disabilities remains one of the main problems leading to wide exclusion of the group from quality and inclusive primary education (Macleod, 2014).

Disabled are the world's largest minority and 80 percent of persons with disabilities are believed to live in developing countries, according to the UNDP, 2010. In many sub-Saharan African countries, being disabled at least doubles the chance of having never attended school (UNESCO, 2010), and those who start school are at risk of

dropping out (Filmer, 2005). This is because of the poorly prepared environment for accommodating all students with special needs in inclusive schools. Tanzania is a member to the United Nations and has incorporated the inclusive education policy into its National Education Policy. In its policy Inclusive education concept means to broaden educational opportunities for children with disabilities and marginalized groups so as to realize their full potential. The Tanzania government developed its own national inclusive education policy and endorsed its implementation in all schools starting at the primary school level (MOEC, 2000).

Tanzania agreed to implement and achieve the goal of EFA by 2015. One of the national strategies on the inclusive education was to widen professional capabilities of educators. It explained that inclusive education demands the widening and strengthening of professional capabilities of all education practitioners. Teacher education curricula had to be revised. Training for teachers and special teachers needed to upgrade their skills and knowledge on inclusive education. In-service training for teachers, tutors and education managers is currently neither regular nor continuous. The capacities of teachers' colleges to provide training on inclusive education have to be reinforced and the training modalities for inclusive education must be diversified. A plan for professional development of education administrators has to be developed and implemented (URT, 2009).

Regardless of good plans to establish and strengthen inclusive education, the implementation of inclusive education policy in Tanzania is worse. Primary schools in Tanzania are experience to inadequacy special trained teachers, lack of teaching and learning materials special to assist students with special needs as well as un-

conducive and inaccessible infrastructure conditions to support students with special needs in primary schools.

UNESCO, (2012) revealed that, in 2011, only 0.35 percent of all children enrolled in primary schools were children with disabilities. In secondary schools, 0.3 percent of boys and 0.25 percent of girls had disabilities. These percentages were extremely low when compared with the estimated 7.8 percent of the population with disabilities in Tanzania and indicate that most children with disabilities are not enrolled. This small number of disabled students enrolled in primary schools predicts poorly prepared learning environment in primary schools that do not suit inclusive education.

The major challenge among students with special needs to access inclusive primary education in Tanzania is lack of accessible infrastructure which involves unsupportive classrooms, laboratories, libraries, washrooms and sports and games' space. Lack of physical and social access for disabled young people to primary education is a major barrier to creating a pool of appropriately qualified students to enter secondary and higher education on equal basis (Croft, 2010). The implementation of inclusive education in is not effective in many developing countries. This can be a result of poverty among countries or unfocused priorities and considerations given to quality and inclusive education among disabled students in primary schools. As noted earlier in Education for All (EFA) Global Monitoring Report 2010, reaching the marginalized children with disabilities remains one of the main problems in many African countries leading to wide exclusion of the group from quality and inclusive primary education (Macleod, 2014).

The disabled students enrolled in primary schools also face the problem of overcrowded classrooms, lack of seats, standing space and poor acoustics as revealed by Chataika (2010). In parallel to that, students with special needs do not have special trained staffs to assist them. This is a difficult situation and it negatively impacts academic performance of the disabled students. A good example cited is in the study by Firmer (2005) which shows that more than sixty percent (60%) of students with physical disabilities studying under un-conducive learning environment performed poorly in their studies due to the difficulties they faced.

Due to these obstacles, there could be very low disabled students' attendance, retention, survival and academic completion rates. It is from the researchers consideration of the situation explored above that the interest for this study was triggered. This study intends to explore the extent of implementation of inclusive education in primary schools in Tanzania with the aim of unearthing better solution for providing effective inclusive education in primary schools in Tanzania.

1.2 Statement of the Problem

The idea to establish inclusive education has been adopted by many countries including Tanzania. This includes ensuring the availability to all necessary environments that are supportive to the disabled children. Such support refers to things such as good and supportive classrooms, laboratories, libraries, internet connectivity, washrooms, as well as sports and games' spaces. Similar to that, inclusive education reflects adequate number of special trained teachers/staffs to teach and assist students with special needs as well as ensuring the availability of

necessary teaching and learning materials that suit needs of each students' needs and conditions.

Ineffective establishment and poor implementation of inclusive primary education creates inequality access to education amongst social members, the most affected are those with special needs and disabilities. Where there is ineffective implementation of inclusive education there cannot be suitable learning environment for all children and might result to increased children in school dropout rates and decreasing survival, retention, completion and performance rates for disabled students at primary level of education. This will increase the number of unskilled and illiterate citizens and youths who are not groomed for employment or self-employability. Such students become dependent on others for their daily basic needs. Others engage in dangerous offenses as they seek for their earnings (Nakpodia, 2010). With regard to the National Strategy in Inclusive Education in Tanzania 2009 – 2017 (URT, 2009) this study is set around assessing whether or not the strategy is being implemented in Morogoro Municipality with a view to determine success, challenges and opportunities available in creating responsive school for all and ultimately suggest how to effectively implement inclusive education in Tanzania.

1.3 Purpose of the Study

The purpose of the study was to investigate the implementation of the National Inclusive Education Strategy in primary schools in Morogoro Municipality, Tanzania.

1.3.1 Specific Objectives of the Study

Specifically the study intended to:

- i. Trace the trend of enrolment and completion rates for students with special needs in primary schools in Morogoro Municipality in the past five years.
- ii. Assess the availability of support services to children with special needs in primary schools in Morogoro Municipality.
- iii. Examine the availability and adequacy of teaching and learning materials for children with special needs in primary schools in Morogoro Municipality.
- iv. Identify the challenges towards implementation of Inclusive education in primary schools in Morogoro Municipality.
- v. Suggest the strategies to successfully implement Inclusive education in primary schools in Morogoro Municipality.

1.3.2 Research Questions

This study was guided by the following questions that were grounded on the research objectives;

- (i) What is the trend of enrolment and completion of children with special needs in primary schools in Morogoro Municipality in the past five years?
- (ii) What are the available support services for children with special needs in primary schools in Morogoro Municipality?
- (iii) What is the adequacy of teaching and learning materials for children with special needs in primary schools in Morogoro Municipality?
- (iv) What are the challenges towards implementation of national strategy on inclusive education in primary schools in Morogoro Municipality?

- (v) What are suggestions to successfully implementation of Inclusive education in primary schools?

1.4 Significance of the Study

The findings of this study are expected to reveals information for educational planners and administrators for further investigation about implementation of the National inclusive education strategy in Tanzania (2009-2017) in primary schools in Morogoro Municipality with a view to help on maintaining good conduct and make the required reforms in relation to both curricula coverage and students acquisition of life skills to improve the quality of education. The development partners, especially educational partners, may use the findings of the study to design interventions that will improve the quality of education in primary schools enrolling children with special needs and disabilities in Morogoro and beyond. Policy makers will also be enriched with data and information as they will be able to design appropriate policy based into implementation of the National Strategy on inclusive education in primary education in Morogoro Municipality.

The result of the study may provide knowledge, experience and realities on how inclusive primary education is practiced in Morogoro Municipality in the era of implementing the National Strategy on Inclusive Education in Tanzania (2009 – 2017) with a focus to children with special needs. The study will also influence government and other educational stakeholders to review and develop plans, policies and programmes pertaining to implementation of the national strategy on Inclusive Education in primary schools so as to provide quality and equitable basic education in Tanzania at the same time improving enrollment, survival, completion and

performance rates of this group of students in primary education. Also it will add the body of knowledge on implementation of National Strategies on Inclusive education.

1.5 The scope of the study

The study focused directly on the areas where a researcher was conducting the study without any barrier such as financial, transport and communication as well as time barrier. Hence the consideration of appropriate geographical area was very important. The study based in Morogoro region particularly in selected primary schools that enrolled children with special needs and disabilities in Morogoro Municipality. Nine schools were involved in the study of which three were government owned, three private schools and three schools with units for children with special needs and disabilities. Few schools were chosen due to the time factor and financial constraints. The coverage of the content generally based on investigating the implementation of the national inclusive education strategy in Tanzania (2009-2017) where the content of the study was accurately found.

1.6 Limitations of the Study

The study encountered problems associated with time constraints whereby the researcher was needed to travel to different sampled primary schools which were scattered and hence spent much time in data collection. One of head teachers at sampled primary schools was absent and hence, the required management information from that sampled school was limited. School attendance to some students with special needs was poor and hence limited the researcher to collect data on their experiences and challenges they face at school.

1.7 Delimitation of the study

It is important to note that the idea and practice of inclusive education is not limited to schools of Morogoro region. It rather has a strong position in developed countries. It has also got national and international legal agreement. However, due to limitation in time, materials, and financial resources, this research is delimited to assess the information in the research topic only in primary schools.

Firstly, the study assumes that implementation of inclusive education in primary school lies on number of children with special needs enrolled in primary schools, adequacy of teaching and learning resource for students with special needs as well as number of special trained teachers special for teaching students with special needs. In some cases this may not give an adequate picture of the situation. Secondly, the current study covered small community in Morogoro Municipality which may not necessarily be representative of all regions of Tanzania, thus limiting generalization of the results. Thirdly, the study was based on views and information from only small sample of primary schools and its unity of study.

1.8 Definition of Key Terms

Inclusive Education- means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Students with Special Needs- These are students who require assistance for disabilities that may be medical, physical, mental, or psychological.

Disability- is the consequence of an impairment that may be physical, cognitive, mental, sensory, emotional, developmental, or some combination of these.

Infrastructure - the basic physical systems of a country's or community's population, including roads, water, sewage, buildings, internet connectivity, learning facilities etc.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter deals with review of related literature on the implementation of inclusive education in primary schools in Morogoro Municipality, Tanzania. The review covers the concept of inclusive education, enrollment of students with special needs in primary schools, special trained teachers available to teach students with special needs and adequacy of teaching and learning materials for students with special needs in primary schools in Tanzania.

2.1 The Concept of Inclusive Education

UNESCO define the inclusive education as education which involves changes and modifications in content approaches, structures and strategies with common vision that covers all children on the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (Eldis, 2013). Inclusive education helps to reduce discrimination among children or people with disabilities and non-disabilities people within the society and in school setting. Also inclusion emphasis and enhance cooperation, creativity and capacity building.

The trend is reversed and learning disabilities children are being brought back into regular classroom to learn together, inclusion is shifting away from exclusive focus on special education towards understanding that inclusion concerns every child, adult within school and wider society (EPSE, 2004). However, inclusive education is regarded as one means towards social justice and social inclusion considerable progress to attain the EFA goal.

Children that learn together, learn to live together. According to Raschke and Bronson (1999), benefits of inclusion can be derived from four areas namely children with special needs, general education, to teachers and society. To children with special needs, inclusion affords a sense of belonging to diverse human family and provides a diverse stimulating environment in which to grow and learn. It evolves feelings of being a member of a diverse community and provides development of friendships, inclusion opportunities to develop neighborhood friends, enhance self-respect, affirmations of individuality, and peer models and opportunities to be educated with same age peers.

To the general education, inclusion provides opportunities to experience diversity of society on a small scale in a classroom. It develops an appreciation that everyone has unique and beautiful characteristics and abilities together with developing respect for others with diverse characteristics; sensitivity towards others limitations, feelings of empowerment and ability to make a difference. Inclusion also increases ability to help and teach all classmates and develops empathetic skills. It further provides opportunities to vicariously put their feet in another child's shoes and enhances appreciation for diversity of the human family.

2.2. Historical Overview of Inclusive Education in Primary Schools

The issue of equality and inclusion has been on the international agenda for a number of decades now. This has been demonstrated by the different frameworks for action in order to address the different forms of inequality and disparities in education. Such inequalities are based on gender, race, religion, physical disabilities and ethnic background. UNESCO (1994), Salamanca Framework of Action, Article 3 states that

schools and the education system as a whole, “Should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions”. In addition to that, that the UNESCO, Dakar Framework of Action (2000) noted that “In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly...Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners” (Avramidis and Kalyva 2007).

There are a number of key issues that stand out about inclusive education. First, it is important to note that inclusive education has to cater for disparities that can arise from the different circumstances that learners find themselves in. It is also important to note that inclusion should not be restricted to children as the framework of action appeared to suggest. Education is a lifelong process and as such it is pertinent that we examine inclusive education across the board. It should therefore be from early childhood to tertiary level. The second point noted is that it is not enough to attract students with disability in different areas, but it is important that we are able to keep the students within the system. In that regard there should be effort to attract those that have not joined formal schooling. The third aspect that is also worth considering is the issue of flexibility. Flexibility is necessary as it allows us to move away from the rigidity of mainstream education system (Govinder, 2009).

Significant numbers of disabled children and youth are largely excluded from educational opportunities for primary and secondary schooling. Exclusion, poverty and disability are linked. Leyser et al (1994) revealed that education is widely

recognized as a means to develop human capital, to improve economic performance, and to enhance people's capabilities and choices. Exclusion from education can result in a staggering loss of freedom and productivity in the labor market. The international community (at least at the policy level) has recognized education as a fundamental child right and has committed to a framework for action to address this right, and to redress exclusion as directed by EFA 2000.

Inclusive Education in the context of the goals of Education for All is a complex issue, and no coherent approach is evident in the literature. First, at a basic level of policy, unlike health and labor markets, disability is seen as an array of issues crossing health, education, social welfare, employment sectors, etc. As a result, policy development in relation to individuals with disabilities faces challenges to avoid fragmented, uneven, and difficult -to-access services (Powers, 2002).

Implementation of inclusive education varies across countries. Eagly *et al* (1994) argued that North countries provide extensive information on best practice for Inclusive Education. A high priority involves teacher training, perhaps not surprisingly, due to the fact that personnel resources constitute approximately 80 percent of all school expenditures. All of the studies cited recommend that teacher training focus on enhancing the skills of classroom teachers in areas of pedagogy, curriculum development and adaptation. Training should be intentional and classroom-based, intensive, and on-going in order to promote sustainable effective practice.

In Southern countries however, the most challenging and critical aspects in implementing inclusive education lies on student accessibility, retention and drop-out rates; finding, identifying, and encouraging children to go to school; poverty and associated characteristics of student background; attitudes toward SEN and students with disabilities; conditions of teachers' work; flexible, adaptive and functional life - skills as well as curriculum relevant to students' lives. In other way, school climate, collaboration, support, and integrated services/teacher training prove challenging as process domains towards effective implementation of inclusive education. (Norwich, 1994).

2.3 Approaches for Inclusive Classroom

2.3.1 Co- teaching approach

In inclusive classroom, students with and without learning difficulties are taught together, so the popular approach and arrangement is co-teaching. The approach normally involves a general educator and special educator where both work together to address the needs of all students in the classroom (Scruggs, 2007). Co- teaching can be taken by one teachers and one assistant. Friend and Cook (2007) framed six co-teaching methods by which the general education and special education teachers delegate responsibility for instruction while one teacher lead the lesson and learning process for the whole class, the other teacher provides support and behavioral management to individual students.

The key element to the inclusive classroom is the differentiation of instruction, teaching methods, and materials. Differentiation presents students with an array of ways to access the curriculum, varied curriculum, methods/approaches to instruction,

and regular assessments to gauge student progress. The variations are determined by each student's needs and learning style. According to Tomlinson (1999), differentiated instruction and materials need to be authentic, relevant, and usable. To accomplish this, it takes co-teaching partners who are willing to work together cooperatively and responsively so that all students have the opportunity to interact and participate in a more rewarding way.

2.3.2 Inclusion approach

Inclusion in education is a approach to educating students with special needs which emphasis on the students with special needs to spend most or all of their time with non – disabled students, while the school's duty is to accept the child inclusion approach rejects the use of special schools or classrooms to separate- student with disabilities from students without disability. According to Stayton and McCollun, (2012)model or approach divided into two sub types which are:

- (i) Regular inclusion or partial inclusion where the students with disability learn together with normal children for certain time or given hours.
- (ii) Full inclusion or In full inclusion school, the students with disabilities are always educated alongside a students without disability while teachers maintaining appropriate supports and services and moderate disabilities are likely to be fully included.

Lipsky and Gartner (2005) argued that if inclusion is going to become the prominent model, the following elements will be required (a) visionary leadership, (b) collaboration, (c) focused use of assessment, (d) support for staff and students, (e)

appropriate funding levels and formulas, (f) parental involvement, (g) effective program models, (h) curriculum adaptations, and (i) effective instructional practices.

Ainscow (1995) emphasizes the importance of sufficient support for the educator and learner in inclusion schools. Knowledge and skills should equip educators to deal with learners who are experiencing learning difficulties. Training on collaboration and teamwork working is a key to success.

2.3.3 Collaborative approach

Collaboration in education is defined as a voluntarily co planning to achieve common goals (Friend and Cook, 2003). Teachers who collaborate effectively share responsibility for decisions, share resources, and assume joint responsibility for outcomes. Special education and general education teachers must work together each contributing their expertise to create instructional environments supportive of students with disabilities. According to Bassett et al (1997) for both educators and related service providers, the art of collaboration needs to be valued within the school climate as necessary to inclusive practices and professional growth.

A collaborative teaching style does not necessarily come naturally. Visible leadership at the top levels is vital to the success of an inclusive/collaborative initiative. An atmosphere of trust is essential if teams are to work effectively. It is the responsibility of administrators to accurately identify a climate open for collaboration before the process begins. Effective positive communication is important in establishing and maintaining relationships. The literature describes seven features that are fundamental to appropriate and effective inclusion programs including collaborative culture; shared leadership; coherent vision; comprehensive

planning; adequate resources; sustained implementation; and continuous evaluation and improvement (Walther-Thomas, Korinek, McLaughlin, Williams, 2000).

2.4 Inclusive Education in Tanzania

Education and Training Policy of 1995 highlights the need for inclusive education in Tanzania to make the education system flexible enough to accommodate a diverse of learner. Inclusive education in Tanzania regarded as one means towards social justice and social inclusion considerable progress toward human right and education for all. The new Education and training policy (*ETP, 1995*) highlights the need for inclusive education in Tanzania to make the education system flexible enough to accommodate a diverse of learner (TENMET, 2011).

Overall goal of National strategies on inclusive education is to ensure all children; youth and adult in Tanzania have equitable access to quality education in inclusive setting. Concern teachers the paper showed that there are shortage in special needs and inclusive education teacher training (URT, 2008) .It showed that currently less than 1% of education needs and even these teachers lack pedagogical skills and knowledge involved in inclusive teaching and learning process.

According to the Strategy development inclusive process has been carried into phases. In 1st phase an orientation workshop was organized in June 2007 for representative of 20 organization and government officials with the purpose of seeking view of the strength and weakness linked with special needs and inclusive education provision. In 2nd phase, a situation analysis and needs assessment on special needs and inclusion education was carried out in Feb – Apr 2008. The student

evaluated the current provision of education for disabilities children and investigated different conceptual understanding regarding special need and inclusive.

Inclusive education for students with Special Education Need in Tanzania provided to children with varies disabilities. Categories of disabilities provided with educational service include those with visual impairment, hearing impairment, intellectual impairment physical disability, autism and the deaf blind .Children with disabilities in Tanzania are provided educational services at various levels ranging from primary through secondary to higher learning institutions (MOEC 2000).

National Disability Policy (2004) of Tanzania started to uphold the rights of people with disabilities. Before the introduction of this policy, there was no clear specific policy to guide the life of people with disabilities. Among other things, National Disability Policy advocated for the provision of conducive environment for inclusive education by the Government itself and other educational stakeholders (URT, 2004). However, the policy does not state how inclusive education and the philosophy behind inclusion, as shown in the Salamanca guidelines, should be implemented to effect the proper provision of education to students' special needs in inclusive settings (Mmari, Mzee and Frankenberg, 2008).

The adaptation of inclusive education toolkit by the Ministry of Education and Vocational Training (MoEVT, 2009) signaled a new move towards the provision of education for ALL. This is based on the understanding that education is a fundamental human right and responsive to the broader constitutional framework which requires that education is directed to the full development of the human

personality and sense of dignity and strengthening the respect for human rights and fundamental freedom.

Educators and researchers have often described inclusion as “a great idea done badly”. This thought has sparked volumes of conflicting research and case studies on inclusive programs. What is evident is that inclusive programs that utilize effective collaborative practices do produce positive results. Some of the benefits of these practices are: all students benefit from the expertise of numerous individuals; collaborative teams share leadership and responsibilities; students and teachers learn from each other and problem solve together; instruction is geared to match students at all levels of achievement; instruction is active, creative, and collaborative among members in the classroom; activities are designed to facilitate participation by all students in the classroom; the classroom teacher, special education teacher, related services staff, and families assume shared ownership for educating all students; and that students are evaluated by individually appropriate standards.

2.5 Empirical Studies

Save the Children UK (2000: 2002) in its studies on the implementation of inclusive education in developing countries such as Somalia, Mongolia, Peru, Brazil and Vietnam among others came up with a number of observations about the implementation of inclusive education. It observed that for inclusive education to serve its intended purpose there was need to restructure the culture, policies and practices so that they are in line with the demands and requirements of inclusive education. Such requirements include the realization that all children should be provided with opportunity to learn, that differences among children should be

respected regardless of gender, color, ethnicity, creed or disability and the need to revise the methodologies used in the delivery of education.

Furthermore, Save the Children UK (2000) study identified two major problems that negatively impacted on the implementation of inclusive education. Firstly, the problem had much to do with attitudes of discrimination. Such attitudes viewed the child as the problem; as such a child was perceived to be different from others and cannot learn, needing special equipment and special teachers. Secondly, the education system was seen as problematic. It continued to employ rigid methods of teaching, rigid curriculum, lack of support, lack of parental involvement, lack of resources, poor training of teachers, teachers' attitudes and inaccessible environments.

It is also acknowledged by the study by Croft (2010) that many children with disabilities continue to be denied access to even basic education in developing countries. Access to education is even more problematic in rural and remote areas of developing countries where according to Charema (2010), schools in rural areas and remote places where infrastructure is less developed, work under difficult conditions with a shortage of resources and lack of support. Further, people with disabilities within rural communities are often defined as the poorest with no access to any services including rehabilitation or education (Shrestha *et al* 2009).

The study done by Adera and Asimeng - Boahene, (2012) revealed that students with disabilities continue to experience exclusion from any form of education in too many regions, which is entrenched within a failure by society to recognize their capabilities

and rights. The paper of Kalyanpur (2008) using 2003 Census of Individuals with Disabilities in India revealed that over 90 percent of learners with disabilities in India remained unserved. In particular, Kalyanpur reported that fewer services were received by specific groups, such as children with mental retardation, those in rural areas, and girls/women, and that the problem of identification may have contributed to this, proposing that: "...the problem of identification and labelling, of establishing incontrovertibly who are the disabled, suggest(s) that one reason for the large numbers of children with disabilities being unserved is that they have never been identified"

The paper done by Walker (2010) discussed inclusive education policies and practices in Romania. Special educational policies began to reveal that, one of the major issues associated with implementing inclusion within developing countries is the lack of local research that identifies not only the challenges, but more especially provides potential local solutions for how to overcome them. There has been little research on the causes of inequities or on the potential effectiveness or otherwise of borrowed ideas for establishing interventions, especially in developing countries (Reid, 2011). There is, though, a wealth of research internationally focusing on the importance of inclusion and the expectation that all regions should adopt an inclusive approach to education

Qualitative case study design done by Mwakyeja (2013), on teaching students with visual impairment in Tanzania aimed to investigate the way general teachers teach students with visual impairments in inclusive classrooms. Findings revealed that, there is a lack of teaching staff with enough knowledge on inclusive education and

special needs education. This has been a major challenge to the implementation of inclusive practices among teachers. The lack of teaching and learning materials for use in inclusive classroom was also mentioned by teachers as the main problem to the implementation of inclusive education.

The study on Development of inclusive education in Tanzania Primary school done by Krohn-Nydal (2008) showed that there were both positive and negative views, attitudes and reactions to inclusive education that is reflected through the interviews and observations conducted in this study. Studies revealed that inclusive school in Tanzania and its development stands before immense challenges which are too few qualified teachers, Lack of in-service training and large number of students in classroom.

The study of Siebalak 2002) showed that shift from special education to inclusive education signals a dramatic philosophical change; it has to be noted that inclusive education consists of both special and ordinary school educators and vast differences exist between the management of an ordinary school and a special school. For inclusive education to be successfully implemented legislation should ensure that all learners with special educational needs join mainstream schools and changes should be made to a system of assessment, evaluation and Professionals who are adequately trained and willing to be retrained.

2.6 Enrollment of Students with Special Education Needs in Primary Schools

Enrollment of children with special needs in primary schools has still be a challenge in many of developing countries. The study done by Ilagen (2000) in Philippines

using Department of Education enrollment records 1997-8 revealed that out of 3.5 million disabled children of school-going age only 40,710 are actually enrolled in schools, the same to 1.16 percents. In the Asian Pacific Region the overall enrollment rate of disabled children is estimated to be less than 5 percent.

In the study done by Lehtomaki *et al* (2000) on “case strengthening social networks in and around the school: experiences in Maputo Province, Mozambique” found out that out of the total of 170,000 children attending regular schools, only 1,167 were children with special educational needs the same to 0.7 percent. This enrolment rate for students with special needs is very low comparing to the total number of students without difficulties enrolled. Mengesha (2000) study in Ethiopia on “Special Needs Education: Emerging in Ethiopia” revealed that the male/female ratio among students with disabilities enrolled in special settings was 140:1. The overall enrollment rate of children with disabilities enrolled in these settings was estimated to be less than 1 percent.

The study done by UNESCO (2011) revealed that, for all 51 countries in the analysis, 50.6 percent of males with disability have completed primary school, compared with 61.3 percent of males without disability. Females with disability report 41.7 percent primary school completion compared with 52.9 percent of females without disability. Mean years of education are similarly lower for persons with disability compared with persons without disability (males: 5.96 versus 7.03 years respectively; females: 4.98 versus 6.26 years respectively). In addition, education completion mgaps are found across all age groups and are statistically significant for both sub-samples of low-income and high-income countries.

UNICEF (2012) study in Liberia on “All Children in School by 2015:Global Initiative on Out-of-School Children” revealed that despite the very high number of disabled children in the school system (22.3 percent), there were only four specialized institutions in the country that cater to the needs of these disabled children. In the case of disability, Liberia generally lacks disabled-friendly educational facilities and the absence of such facilities makes the learning environment not-conducive to learning for physically challenged children. This affects disabled students whether they go to or remain in school. In UNICEF study, 17.8 percent of the households gave sickness (poor health) as reasons why children dropped out of school. Disability counted as a factor in 5.8 percent of the households.

Despite all efforts of MoEVT to make education accessible, certain groups of individuals and communities in society have not had equitable access to education, some have not had to this right due to their physical and mental disability (ETP, 1995). Research Survey on Tanzania Disability conducted by National Bureau Statistics (NBS, 2008.) showed the proportion of the 362,847 children with disabilities aged 4 – 14 years by age and sex. The primary school aged children 7 – 13 years, only 38.4 percent were attending school. This figure for children with disabilities was well below the targets of MDGs which calls for 100 percent primary enrolment by year 2015.

MoEVT research (URT, 2001), shows that only 1% of children with disabilities of school age have access to basic education. More emphasis was on inclusive

education for children with slight abnormality and those with severe abnormality were enrolled in special schools and units (URT, 2008)

Table 2.1 Enrolment of children with disabilities in primary schools: National data 2008

Types of Disability	Boys	Girls	Total	%Girls	%Boys
Visual/ Albino 2	1713	1394	3107	44.9	55.1
Hearing	3180	2532	5712	44.3	55.7
Physical	8068	5783	13851	41.8	58.2
Mental	4296	2945	7241	40.7	59.3
Autism	296	231	527	43.8	56.2
Multiple	435	280	715	39.2	60.8
Others	2010	1498	3505	42.7	57.3
Grand Total	19998	14663	34661	42.3	57.7

Source: Adapted from URT (2008b), pp. 36-37 and HakiElimu(2008a)

Trends in enrolment show that the number of pupils with disabilities in primary schools increased from 18982 in 2006 to 26436 in 2011. The enrolment rates for pupils with disabilities have increased but not significantly and the proportion of primary school enrolment for pupils with disabilities in 2011 was 0.36% (MoEVT, 2011).

2.7 Teacher training in special education

According to O'Hanlon (2003) education and skills are seen as the route to opportunity, employability and security. Studies show that many special teachers lack skills and competence in some areas of study especially in science. Patton, *et al* (1990) in a survey of special education teachers found 42 percent of special education teachers received no training in science; 38 percent of children in self-contained special education classes did not receive any science instruction; and among special educators who did teach science, nearly half devoted less than 60

minutes a week to science, and nearly 90 percent of the teachers surveyed depended upon a textbook for instruction. Thurlow *et al* (1987) reported that students with mild disabilities received only 1 minute of science instruction for approximately every 200 minutes of reading instruction.

Sarkees and Scott (1985) study revealed that competent teachers were a key factor in providing a quality education for students with special needs. However UNESCO (2007) rejects the need for special skills and expertise, viewing them as obstacles to adopting an inclusive. It's often argued that inclusive education does not add new responsibilities but it requires a different way of thinking and creativity in organizing teaching (Bartlett 2004). Inadequate qualifications may result in the insufficient execution of responsibilities by educators, which may have a negative impact on the implementation of inclusive education. The perception is that poorly or under-qualified educators may experience a greater degree of difficulty to meet the demands made on them as educators (Westhuizen, 1995).

Studies reflect a continuing lack of responsiveness by teachers to adjust the learning environment so that students with disabilities feel a sense of success and accomplishment. The study by Lovitt and Horton (1994) revealed that secondary teachers were generally not sensitive to individual needs and were not as inclined to make adjustments in the materials or instructional strategies for their pupils. In an examination of science grades for over 400 students with mild disabilities in grades 9–12, Cawley *et al* (1989) reported 50–60 percent of the grades were D's or F's. Donahoe and Zigmond (1988) reported 60 percent of the grades of students with learning disabilities in ninth-grade science were D or below.

The study done by Boe and Cook (2006) revealed that over 12 percent of teachers employed to provide special education services to children aged 6-21 were not fully certified compared to 10.5 percent of teachers in general education. High percentages of uncertified educators staffing special education programs enter teaching each year (Billingsley *et al* 2006). Evidence suggests that these uncertified teachers are less likely to stay in their positions (Miller *et al* 1999) and attrition rates among beginning teachers with minimal preparation are twice as high compared to those with more extensive preparation (Boe *et al* 2006).

Betts *et al* (2003), using data from San Diego, find that elementary school teachers with degrees in education outperform teachers who majored in science, but have lower value-added than teachers with other majors. In middle and high school, teachers with majors in the social sciences have higher value-added than their colleagues who graduated from colleges of education. Betts *et al.* found that math majors are no different in affecting student math scores compared with education majors.

Studies of the impact of in-service professional development on teacher value-added in the general student population are even more infrequent. Harris and Sass (2008) find mixed evidence on the effect of professional development course taking on the ability of special teachers to increase special need students' achievement in Florida. Professional development is positively associated with teacher effectiveness in some grades and subjects towards students with special needs.

According to Sindelar *et al* (2004) many Studies done to investigate the relationship between the training of special education teachers and their classroom practice using observations of classroom, performance and principal ratings, findings indicated that graduates of a traditional special education teacher program had superior classroom practices compared to their counterparts from a university-district partnership and from a district “add-on” program. Nougaret *et al* (2005) find similar results indicating that traditionally licensed teachers are better than emergency licensed teachers on several dimensions such as planning and preparation, classroom environment management, and instruction.

The study by Nell (1996) argued that, appropriate teachers’ knowledge skills and competencies are vitally important if inclusive education is to be successfully implemented. He further revealed that; in-depth knowledge of the philosophy of inclusion and the need for teachers to develop the commitment of caring is required to accommodate students with special education needs as much as possible in regular classes. Teachers’ competencies should be developed during pre-service and in-service training. Teachers in mainstream and unit in schools will have to develop an inclusion mentality which implies that they will have to accept that they need to accommodate all learners in their classes and not to want to exclude those with disabilities.

Nell further argued that, educators will have to be adequately prepared to assess special needs, to adapt curriculum content to the needs of the learners in the classrooms, to utilize special orthodidactic devices and instructional aids as well as medical and para-medical assistive devices required by some of the learners with special educational needs. The students with visual impairment need the use of Braille while hearing

impaired students need audial device and sign language. All these needs the skills and knowledge of teachers and students in using them to accomplish teaching and learning process. Nell also recommended on training, collaboration and teamwork. Working as a team as argued by Nell is a key to success for educators, especially those who feel that they lack the necessary training to teach learners with disabilities or who may be experiencing integration.

Eaton, (1996 recommended that; accepting the responsibility to educate a learner who may present challenges is less intimidating when the educator has the guarantee that he or she will be able to tap the expertise and interest of other members of the team. Teachers, as suggested by Eaton, will be able to call upon others to make decisions and to problem-solve, and will have the support necessary in difficult times. With proper support from the team members, and the classroom educator, the learner with disability as well as other learners in the classroom will benefit from teachers.

Mambo (2011) explored the teachers' perception on the implementation of inclusive education in New Guinea, the findings showed that, the teaching strategies employed by the teachers played an important role in implementation of the inclusive education policy. The results indicated that teachers who received training in inclusive education appeared to be comfortable with some of the inclusive teaching strategies. One of the causes for this positive attitude towards the implementation was because they had learnt how to use some of these strategies during their training in inclusive education. This group of teachers seemed to use various teaching strategies such as peer teaching, cooperative learning and collaboration with Colleagues.

The findings by Forlin, (2008) revealed where teachers who received training in inclusive education were found to be more supportive and confident in implementing inclusion. They mentioned that the use of such teaching strategies had helped to minimize the burden of workload and time limitations. However, the results revealed that teachers who had not received any form of training in inclusive education were not comfortable with some of the inclusive teaching strategies. The study suggested that teachers' lack of training in inclusive education hindered the effective implementation of some of the useful inclusive teaching strategies. While the reactions of teachers towards some of the inclusive teaching strategies differed, the study indicated that all teachers at the school under study were comfortable with parent and community involvement in the teaching and learning process.

2.7.1 Teachers' Training on special education in Tanzania

Children with special needs education suffer from inadequate access to education and they experience a serious lack of qualified and competent teachers. Great attention on both trainee and trainers has been taken to normal children. So to address this situation effort need to be taken. The observation shows lack of skills and knowledge of trained special teachers since it observed only few teacher who specialized in teaching deaf children can use Tanzania sign language (Halvan & Savo, 2008) present considerable challenges that face the access and equity of inclusive education as the use of sign language for children with deaf disabilities and recruiting and retaining teachers for inclusive education.

To create more chances for children with special education needs both in urban and rural area for effective teaching and learning to take place, need trained teachers with

skills and competence also Sufficient specialized equipment and teaching/learning materials taking into consideration for various needs of each category of disabled children, thus teachers trainers and administrators be trained is inevitable to implement inclusive for students with special education needs. (O'Hanlon, 2003).

The Government has also been making efforts to incorporate inclusive education components in teachers' training programmes, to help teachers acquire necessary skills to teach in inclusive classroom (URT, 2008). In 2012 the enrolment in both Government and Non-Government Teacher Colleges was 43,258, of which the enrolment for teachers in special education at certificate level was 0.11% (MoEVT, 2012). This number is not corresponding to the students with special education needs. Training to teachers at certificate and diploma levels in special needs education offered at Patandi Teachers' College. The college offers programmes at certificate to work in special primary schools and diploma for secondary schools. The special education is categorical in character, that is, student teachers specialize in one disability area. Three areas of specialization are offered at Patandi which are visual impairment, hearing impairment and intellectual impairment for students in both primary and secondary schools.

Moreover Open University of Tanzania (OUT) conducting the course of special and inclusive education. Another private university of Sebastian Kolowa College (SEKUCo) in Lushoto district, started to offer a bachelor degree in various specializations within special needs education for both pre-service and in-service teachers in 2009. In 2008/2009, the University of Dodoma (UDOM) started to offer a

bachelor degree in the same area for both pre-service and in-service teachers. (Kapinga, 2014).

However few teachers are trained in special needs education compare to the numbers of students with special needs, those few ones do not feel that they had enough training or collaborative teaching opportunities. General teachers also perceive that the issue of inclusive education is not their concern, and they have nothing to do with it because they believe that only those teachers who attend the course for special education are trained enough for learners with special needs.

DPO Mentoring Project carried by Kesho Trust(2013) on access to and provision of pre-primary and primary education to children with disabilities in Tanzania explained that, training large numbers of specialist teachers however is unrealistic and arguably unnecessary. If the government renews its focus on developing inclusive education then schools should expect to see increasing numbers of children with disabilities enrolling.

Therefore all classroom teachers should receive appropriate and adequate training on how to effectively include children with disabilities in their classes. This should be introduced initially pre-service training course so that all newly qualified teachers begin with a basic understanding and followed up with more specialist in-service training. Furthermore, in order to respond positively to the emergency of inclusive schools, teachers are encouraged by the Government to undertake professional develop them with necessary current knowledge of teaching inclusive classrooms.

2.8 Teaching and Learning Materials for Students with Special Needs

Eshiwani (1985), study in Kenya point out that lack of school resources affect learning in both primary and secondary schools. The factors are specified as school resources like, size of the class, textbooks, library, and visual aids among others. The researcher is in support of this because lack of school resources actually leads to poor teaching methods. Teachers and pupils are not able to expose themselves to these resources in order to have effective teaching and learning.

According to Coombs (1995), teaching materials are used to promote learning; maintain interest, add variety to the lesson and to relate one subject to other subjects. The inadequacy of materials and equipment may have adverse effects to learners who are hearing impaired especially the hearing devices for those who are deaf. These materials therefore should be adequate enough to allow children to effectively use them. Tum (1996) is in support of Eshiwani as he says that lack of many facilities is a primary contributory factor to poor performance, which comes as a result of poor teaching methods. It is true that lack of any reading books and other facilities manifest poor continuous teaching and learning especially in special schools and units which are mostly marginalized and their vote head interfered with by the head of institutions. Maundu (1993), states that variation in quality and quantity of teaching/learning and facilities suggests that pupils receive poorer education.

Furthermore, previous researches in other districts have shown that pupils are clustered in one room and being taught by different teachers under one roof. This situation can be found in Nairobi special units where physical classrooms for these

children are never constructed hence their being put in one room. Special unit teachers are also withdrawn from the special unit class to teach in the mainstream classes. The review clearly indicates the studies having been done in other parts of Kenya and Meru North being one of the districts, a similar problem might be there which can be a hindrance to effective learning of pupils who are hearing impaired.

In Tanzania context inadequate supportive facilities such as lack of teaching aids or specific materials to use with children with disabilities are the major challenges for students with special needs education in primary schools. Most of studies show the lack of teaching and learning materials for use in inclusive classroom. Study of Mwakyeja,(2013) describes that the government should provide enough teaching and learning resources to these inclusive schools, and to students with visual impairments in particular. Things like models, talking books, printers and photocopiers etc., should be made available. Also, the Government in collaboration with parents should provide devices like Perkins's Braille, magnifying glasses, lenses etc., to improve teaching and learning of students with visual impairments in inclusive classroom.

The analysis study of Krohn-Nydal (2008) implies that fundamental resources such as books, and necessary teaching aids for the children with disabilities were not available. However, the analysis also shows that in some classrooms the teacher had improvised teaching aids. Lack of resources such as teaching aids and books together with an inadequate teacher/pupil ratio was mentioned in all schools as obstacles in development Inclusive education in Tanzania Primary schools .For inclusive education to be successfully implemented, Government and education stockholder

should ensure that all learners with special educational needs join schools and resources and necessary facilities must be adopted to be accessible to all learners

2.9 Research Gap

Despite the fact that the review of literature found many studies which dealt with inclusive education and its concept, there were very few or not at all which were specifically revealing on the extent to which inclusive education is implemented in primary schools in Morogoro Municipality, Tanzania. To address this gap, this study will focus on investigating the implementation of inclusive education in primary schools in Morogoro Municipality, Tanzania.

2.10 Conceptual Framework

Conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Reichel and Ramey, 1987) Conceptual framework simplifies the research proposal preparation task as it gives the general focus of study. This study is guided by the systems theory that focuses on schools as organizations and considers that human experiences and actions cannot be understood if the contexts in which they occur are not taken into consideration (Jordaan & Jordaan, 1997; Engelbrecht et al. 2003). In this case an individual is a sub-system. Systems look at extrinsic factors and their influence on the individual. In this case how external factors influence the teaching and learning in inclusive education settings. Intrinsic barriers to learning may be secondary to the barriers emerging in the sub-systems of which the individual is part. It holds that addressing barriers to learning on all levels and from all perspectives is necessary in order to support the learner. This holds implications for the view that a learners

progress may be facilitated by modifications and accommodations to the curriculum mediated in a classroom. The system theory in this case seems to fit well on the study about investigating implementation of the national strategy on inclusive education in Morogoro municipality.

According to Dale (1984) The basis of the systems approach finds strength in submission that: an organisation should be studied not merely as a formal arrangement of superior and subordinates or as a social system in which people influence each other as a total system in which the environment, the formal arrangement, the total systems and the technical systems are constantly interacting. In this view the study is looking at how the school responds to the National Strategy on inclusive Education in Tanzania which focuses on improving school environment with a view to enable inclusive education.

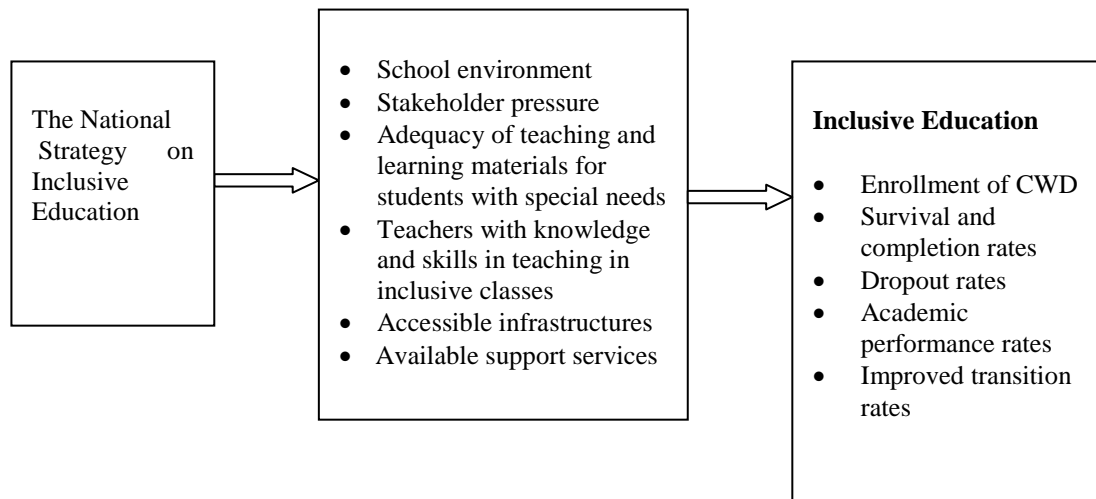


Figure 1: Conceptual Framework for the Study

In a system theory implementation of inclusive education in case of this study is guided by the National Strategy on Inclusive Education in Tanzania. This is the document that is assumed if well improved school learning environment. In general Conducive Schools environment which comprise adequate teaching and learning

materials, teachers with knowledge and skill in teaching students with SN comprise with stakeholders' pressure, these condition result and influence the implementation of inclusive education in primary schools.

Inclusive education in school environment with adequacy of teaching and learning materials for students with special needs, competency and skilled teachers for teaching students with special needs, infrastructure accessibility and stakeholders' pressure all enhance outcome to implement National strategy on Inclusive education in primary schools. The outcome of these include enrollment rates of children with disability, survival and completion rates, dropout rates, academic performance rates as well as transition rates to further educational levels for students with special needs.

In the case of this study the National Stragegy on inclusive education in Tanzania 2009 – 2017 which was in-line with UNESCO (1994) who recommended that all children should learn together regardless of any difficulties or differences they have, school environment are very important determinant on how inclusive education may being provided. This has been revealed in Govinder (2009) that poor countries provide very poor learning environments for students with special needs.

Pressures from stakeholders have big impact on education environment and how inclusive education may be considered by government and society. Educational stakeholder such as society ,Non-Governmental Organizations, community based organizations (CBO's) and private individuals are important figures that may influence government to consider and give priority to inclusive education through

training of adequate number of teachers special to teach students with special needs, purchasing of teaching and learning material for students with special needs as well as ensuring good infrastructure conditions in primary schools that suits needs of students with special needs.

However, the outcome on inclusive may be positively or negatively, Adequacy of teaching and learning materials for students with special needs is an important element that may enable students with special needs perform well academically On others hand Primary schools with little or no special trained teachers for teaching students with special needs are at risk of enrolling few students with special needs or not enrolling at all. In parallel to that, academic performances for students with special needs will obvious be poor hence decreases students' transitional rates from primary to higher levels of education. Students with special needs need friendly infrastructural and good conditions otherwise, schools will experience higher dropout rates as the environments are not suitable for their conditions to implement Inclusive education effectively.

Poor academic performances and enrollment rates, poor survival and completion rates as well as dropout rates among students with special needs in primary schools which may be influenced by poor quality and inequitable education provided, may also cause poor acquisition of skills and knowledge. This may lead students with special needs to fail to compete in labor markets or involving in self-employment and finally it may lead to individual's dependence.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

In this chapter, methods used to obtain information for the study about the implementation of inclusive education in primary schools in Morogoro Municipality, Tanzania were discussed. The chapter covered research design, area of the study, population and sampling procedures, instruments for data collection and validation of research instruments.

3.1 Research Design

A research design is a systematic planning of research usually includes the formulation of a strategy to resolve a particular question, the collection and recording of the evidence, processing and analyzing of data and their interpretation and publication of results (Denscombe 1998). Survey research design used in this study with desire to understand and describe situation concern implementation of inclusive education in primary schools. Omari (2011) stated that survey design has no opinion control such as test hypothesis but concentration be in collection of detailed factual data to describe phenomenon, identification of problems or justifying current condition.

3.2 Research approach

The study applied mixed approach, quantitative and qualitative strategies in data collection and analysis. In this study quantitative approach was used to trace the trend of enrollment and completion rates for the students with special needs in primary schools in Morogoro Municipality in the past five years, inspect the teacher-

student ratio for special teachers and students with special needs in primary schools in Morogoro Municipality as well as examining the adequacy of teaching and learning materials for teaching students with special needs in primary schools in Morogoro Municipality. On another hand, qualitative approach was used to assess stakeholders' views on successful implementation of inclusive education in primary schools in Morogoro Municipality.

3.3 Area of the Study

This study was conducted in Morogoro Municipality, one of the districts in Morogoro region east of Tanzania covering a total area of 260 square kilometers. Other districts in Morogoro region include Kilombero, Kilosa, Ulanga, Mvomero and Morogoro rural. Morogoro Municipality borders Morogoro rural to the eastern side. In Southern side it borders Morogoro rural and Mvomero District. Mvomero District also borders west and northern sides. Morogoro Urban is located on the lower slopes of Uruguru Mountains. In Morogoro Municipal, mixed tribes reside in this district as it is highly urbanized although Waluguru are indigenous. Administratively, Morogoro urban has one division, 19 wards, and 275 streets. Morogoro municipality has been purposively selected because, it has almost 12 schools with units for students with special needs, hence became possible to contain population that represent many areas around the country.

3.4 Population for the Study

Population involves a larger group of people, institution or thing that has one or more characteristics in common on which a study focuses (Kothari 2004). It consists of all cases of individuals or elements that fit a certain specification. Omari (2011), argued

that population is the totality of any group of units which have one or more characteristics in common that are of interest to the researcher. The target population for this study included all primary schools in Morogoro Municipality including its unity of study as well as all students with special needs, normal students, head teachers and teachers in primary schools in Morogoro Municipality. Also included parents and education officers.

3.5 The Sample of the Study

According to Ary et al (1996), a sample is a small group or subset of a population, which a researcher selects for the purpose of the study and from which generalization is made about the characteristics of the population. In this study sampling was made of primary schools, students with special needs in primary schools, heads teachers, teachers, students and parents.

3.5.1 Primary Schools

Morogoro Municipality had a total of 86 primary schools of which 62 were public owned and 24 were private primary schools by the year 2014 (Table 1).

Table 3.1 Sample of Primary Schools in Morogoro Municipality

C/No	Government Primary Schools	Private Schools	Primary Schools with Special Units for Disabled Students
1	Mkwajuni	Corradini	K/Ndege
2	Mtawala	Monica	Mwembesongo
3	Azimio	Top Star	Kohonda Noto

For this study, data were collected from nine (9) purposeful chosen primary schools, whereby three (3) were public primary schools, three (3) were private primary schools and three (3) were primary schools with special unity for disabled students. This social sample unity as supported by Kothari (2004) includes members relevant for information particularly head teachers, teachers, parents and students and students with special needs. Table 1 shows primary schools that were involved in the study.

3.5.2 Sample of Students with Special Needs

The study was designed to involve all students with special needs in all sampled primary schools in Morogoro Municipality. A list of names of students with special needs was prepared from the admission registers that were available at admission offices. Seventeen (17) students with special needs who were currently admitted and study at primary schools in Morogoro Municipality were directly involved as respondents and their number depended on their availability, willingness and ability to participate in the study.

3.5.3 Educational Officer, Head Teachers, Teachers, Parents and Students

The study comprised a sample of district educational officer, head teachers, teachers, parents as well as students to give out their experiences and views concerning the successful implementation of inclusive education in primary schools in Morogoro Municipality. In this study, one district officer was involved, together with all nine (9) head teachers were involved depending on number of primary schools sample, plus eighteen (18) teachers from each primary school as well as forty five (45) students without disabilities from all selected sampled higher learning institutions.

Twelve (12) parents were also involved to give their views concerning the successful implementation of inclusive education in primary schools in Morogoro Municipality. The number designed for head teachers, teachers, parents and students as shown in table 2 was expected to be accessible, relevant and adequate in providing information concerning the successful implementation of inclusive education in primary schools in Morogoro Municipality.

Table 3.2 Head Teachers, Teachers, Parents and Students Sample

No.	Sample Category		No. of respondents	No. of respondent used
1	District Officer	Educational	1	1
2	Heads Teachers		9	9
3	Teachers		18	18
4	Parents		18	12
5	Students		45	45
6	Students with Special Needs		17	12
Total			108	102

3.6 Sampling Techniques

Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). This study employed purposive sampling technique for the sampled primary schools in which all its units of study such as all head teachers, teachers, parents and students will be included. According to Omari (2011), purposive sampling techniques involve picking units most relevant or knowledgeable in the subject matter and study them.

3.7 Research Instruments

This section provides a description of the instruments to be used in the data gathering process. The study will use four data gathering techniques, for there is no single technique that is adequate in itself in collecting valid and reliable data on a particular problem (Patton, 1990). The study involved documentary reviews, checklists, questionnaire and interview.

3.7.1 Documentary Review Guide

Documentary review guide was used to trace the enrolment and completion rates of students with special needs in primary schools. In this study a list of all admitted and completed students with special needs for the past five years was prepared for the purpose of analyzing the trend of enrolment and completion rates to students with special needs. The researcher supplied documentary review guides to the school administration, which was used to fill in the information. The tables provided were designed to collect data on enrolment and completion rates for students with special needs from 2009 to 2013 (Appendix 1). The purpose was to understand accommodation and access of students with special needs in primary schools.

3.7.2 Observation check list Guide on service support of Teacher-Student

Ratio for Special Teachers and Students with Special Needs

The instrument intended to examine the available teacher-students ration for special teachers and students with SN in primary schools. Researcher provided a guide to be filled by head of primary schools on number of teachers employed to teach and assist students with special needs in primary schools in comparison with number of

disabled students (Appendix 2). The reason was to examine the adequacy of special trained teachers in primary schools.

3.7.3 The check list and questionnaire Guide of Adequacy of Teaching and Learning Materials for Students with Special needs

Information on adequacy of teaching and learning materials for students with SN was collected by this technique. Researcher provided guides to be filled by academic officers at primary to examine whether or not teaching and learning materials for students with special needs were adequate. Academic officers were crucial to provide such information as they were supervisors of academic matters and hence they had relevant data on number of teaching and learning materials for students with special needs (Appendix 3).

3.7.4 Interview

The study was expected to use interview guides to gather information from stakeholders which were district educational officers, head teachers, teachers, parents and students their views concerning the successful implementation of inclusive education in primary schools. This was for the reason that this group of people shares school and community life together with students with special needs hence they have ideas on means to successful implement inclusive education in primary schools.

3.8 Validity and Reliability of Research Instruments

Validity is the ability of a measuring instrument or research study to measure what it claims to measure (Kothari, 2004), and if items carry the same meaning for all respondents (Best and Kahn, 2006). Since there is no single data collection technique

that is by itself sufficient in collecting valid and reliable data, the study used four data collection techniques for each research objective. These procedures refer to the strategy of using different kinds of data collection instruments, in which one instrument complement another. The main task of the researcher was to look at the relevance, consistency and validity of the instruments to be administered for ease elaboration, clarification, and proper implementations.

The pilot study was done before the field of study where by the research instruments were pre-tested at Kihonda primary school. This was because the school was assumed to have similar characteristics to the rest of primary schools intended for the study. The researcher sought recommendations from supervisor to improve clarity of wording and removal of ambiguities. Researcher responded to correction also gave elaboration on the purpose of the study and clarification of unclear items.

CHAPTER FOUR

DATA PRESENTATION

4.0 THE RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

4.1. Introduction

The purpose of the study was to examine the extent to which inclusive education in primary schools is implemented in Morogoro Municipality, Tanzania. In presenting analysing and discussing the study findings, quantitative data analysis was done by using the Statistical Package for Social Science (SPSS) for window software package version 16.0. Frequencies were run to determine the percentage of responses for various items. Qualitative data on other hand was conducted through thematic analysis. Research findings were presented, analyzed and discussed one after another according to the main research tasks and respective questions. The aim was to get as much as possible, clear picture of the extent to which inclusive education in primary schools was implemented in Morogoro Municipality, Tanzania.

4.2 Respondents characteristics

In this study a total of 102 respondents participated in the study. Out of 102 there were 1 District Education Officer; 9 head teachers; 18 teachers; 12 parents; 45 children without disabilities and 12 children with disabilities. These respondents were adequate in addressing the research study that focused on investigating implementation of national Inclusive Education strategy in Morogoro Municipality. The stakeholders were those related directly to implementation of inclusive education. Children with special needs were the key point of the study and hence, the

study wanted to get their traits and how they were affected throughout their primary education experience.

4.2.1 Students with Special Needs by Gender

The study examined gender of students with special needs at sampled primary schools in Morogoro Municipality. The research data showed that, out of 17 students with special needs from nine (9) primary schools visited, eleven (11) were males which were 64.7 percent of the total sample and six (6) were females which made 35.3 percent. Table 3 shows students with special needs by gender and percentages more clearly.

Table4.1 Students with Special Needs by Gender and Percentage

What is your gender?	Frequency	Percent
Males	11	64.7
Females	6	35.3
Total	17	100.0

Source: Field Research Data, 2014

The study revealed that, a big number of male children with special needs had bigger chance for accessing primary education comparing to small number of females' students with special needs. The researcher however examined that, unequal enrollment of students with special needs at primary schools had been caused by several factors including little community awareness on educating girls particularly those with special needs at primary, secondary and higher level education. This has been in line with the study done by Kabuta (2014) that female students with special

needs have fewer or limited chances to join not only basic and secondary education level, but also higher learning education.

4.2.2 Students with Special Needs by Class Standards

The study also examined class standards at primary schools on which students with special needs were studying. Through data collected from academic officers at primary schools, out of 17 students with special needs, one (1) student with special needs the same to 5.8 percent was a standard one students, one (1) student equivalent to 5.8 percent was at standard two level. Standard three students with special needs were three (3) in number which counted for 17.6 percent while four (4) students with special needs was at standard four level at sampled primary schools the same to 23.5 percent. Five (5) students with special needs however were standard five students same to 29.4 percent. Moreover, two (2) students with special need was at standard six level, same to 11.7 percent and it was only one (1) student with special need at standard seven level which amounted for 5.8 percent. Table 4 elaborates the data on students with special needs by class standard.

Table 4:2 Students with Special Needs by Class

The Class	Frequency	Percent
Standard One	1	5.8
Standard Two	1	5.8
Standard Three	3	17.6
Standard Four	4	23.5
Standard Five	5	29.4
Standard Six	2	11.7
Standard Seven	1	5.8
Total	17	100

Source: Field Research Data, 2014

Data revealed that there was distribution of students with special needs in all class standards although it was not in equal ratio. Majority of students with special needs at all sampled primary schools were at the mid class standards that means standard three, four and five as shown in table 4. Very few students were at the lower and upper class standard at sampled primary schools. This interprets the possibility of having very low enrollment, survival and completion rates to students with special needs at primary schools and hence did not show the image of the practice of inclusive education in primary education.

The study revealed that, efforts to sustain students with special needs at primary level was poor and hence few students were expecting to reach at standard seven. In equivalent to that, as in line with Ilagen (2000) small number of students with special needs at lower standards has been caused by poor efforts to enroll many students with special needs. The situation as examined by a researcher through the current data from a study shows the extent to which government and other education stakeholders have had not invested to implement inclusive education at primary education level. This was associated with poor creation of learning environment such as employing insufficient number of special teachers to teach and assist students with special needs and purchasing inadequate teaching and learning materials.

So as to improve enrolment, survival and completion rates for students with special needs and making the sense of inclusive education at primary schools, government must improve schools environment in infrastructures that will support all students. In parallel to that, government should train and employ adequate number of teachers

and purchasing adequate teaching and learning materials so as to improve quality of education to all students in primary schools.

Table 4.3 Participants educational stakeholders by gender

Respondents	Male	Female	Total
Educational officer		1	1
Head teachers	7	2	9
Teachers	12	6	18
Students(normal)	20	25	45
Parents	3	9	12
Total	42	43	85

The others respondents' characteristics were education stakeholders those identified by gender as showed above. The male were 42 (49.4%) and female 43, (50.6 %).

4.3 Enrollment and Completion Rates for the Students with Special Needs in Primary Schools in the Past Five Years.

The study collected data from three government primary schools, three private primary schools, as well as three primary schools with special units for students with special needs on implementation of inclusive education on the aspect of enrollment and completion rates. Out of nine (9) sampled primary schools visited by a study, the total of 180 students with special needs was enrolled from 2009 to 2013. However, it was only 81 students with special needs (45 percent) completed their primary education from 2009 to 2013. Table 5 reveals data more clearly.

Table 4. 4 Enrollment and Completion Rates for the Students with disabilities

Type of Sampled		2009		2010		2011		2012		2013	
sampld	Primary										
primary	Schools	Enrolled	Complete	Enrolled	Complete	Enrolled	Complete	Enrolled	Complete	Enrolled	Complete
schools											
Government	Mkajuni	0	0	1	0	0	0	0	0	0	0
Schools	Mtawala	0	0	0	0	1	0	0	0	1	0
	Azimio	0	0	0	0	0	0	2	0	0	0
Private	Corradini	1	0	0	0	0	0	0	0	0	0
Schools	Monica	0	0	0	0	0	1	0	0	1	0
	Top sar	0	0	0	0	0	0	0	0	0	0
Primary	K/ndege	15	14	17	10	11	9	14	7	17	9
schools	Mwembesongo	13	0	11	2	14	0	12	1	6	0
with Special	Kihonda noto	9	5	7	3	11	8	8	3	9	4
Units											
TOTAL		38	19	36	15	37	18	36	11	33	18

Source: Field Research Data, 2014

$$\text{Completion rate} = \frac{\text{students completed}}{\text{Students enrolled}} \times 100 = \frac{81}{180} \times 100 = 45\%$$

More than half of students with special needs who were enrolled in primary schools did not complete their studies on respective primary schools. In public and private primary schools, very few students with special needs got chances to join primary education. In some years however, there were no a single student with special need who joined primary education at that level.

Primary schools with special unit for students with special needs, which in fact, do not show the sense of inclusiveness since students with special needs studies in separate classes, enrolled an average of 34.6 students per year comparing to only 16 students. This showed that, the retention of students with special needs was a

problem even in schools with special units (Walker 2012). The study revealed that, few enrollment and retention rates among students with special needs in primary schools was closely associated with poor implementation of international conventions on provision of inclusive education in primary schools.

It is important for the government to keep focus on preparing suitable environment that make possible the practice of inclusive education in primary schools such as reviewing educational policies and laws and make important amendment that with no doubt, will show good direction and focus the practice of inclusive education in primary schools. Government should also make sure that educational policies and plans, specifically those associated with the issues of educating students with special needs are well implemented. It is important for the government to identify all students with special needs all over the country and ensures they are enrolled in regular primary schools and preparing good environment for in all primary schools to enable students with special needs study conductively.

4.4 Available support services for children with special needs in Primary schools

The study assessed support services for children with special needs, with focus on availability of trained teachers with knowledge and skill to support learning to children with SEN. The aim was to assess the teacher-student ratio for special teachers and students with SEN in primary schools. The aim was to assess the extent to which the number of special teachers correlates with the number of students with special needs in sampled primary schools. Out of nine (9) sampled primary schools visited, which included three public primary schools, three private primary schools

and three primary schools with special units, there were twelve (12) special teachers comparing to 149 students with special needs. This is to say, the teacher-students ratio was 1:12 in sampled primary schools for special teachers and students with special needs. Table 6 shows data more precisely.

Table 4.5 Teacher- Student Ratio for Special Teachers and Students with Special Needs in Primary Schools in Morogoro Municipality

Type of Sampled Primary Schools	Sampled Primary Schools	Number of Special Trained Teachers Available	Number of Students with Special Needs
Government Primary Schools	Mkwajuni	0	0
	Mtawala	0	1
	Azimio	0	0
Private Primary Schools	Corradini	0	0
	Monica	0	0
	Top star	0	0
Primary Schools with Special Units for disabilities	K/ Ndege	8	72
	Mwembesongo	4	56
	Kihonda Noto	2	21
TOTAL		14	147

Source: Field Research Data, 2014

The teacher- student ratio of 1: 12 for special teachers and students with special needs were not appropriate since teachers had big burden to teach and assist larger number of students with special needs in classroom. Teacher to students ratio for special education were supposed to be 1:6 or lower depending upon the needs of the children (Pardini 2002). Study showed that teachers for children with special needs in the surveyed schools had high work load because they were few.

Students with special needs requires close supervision from teachers to enable them understand various subject matters depending on their disability conditions.

Therefore inadequacy of special teachers hindered students with special needs to understand various subject matters clearly hence leads to their poor academic performance.

Moreover the study examined the absence of special trained teachers in almost all public and private primary schools. Special unit primary education was the only schools with little number of special teachers, as supported by Kalyanpur (2008), students with special needs were isolated in special schools and classes and thus they do not have changes to study in regular schools and classes as “normal” students. The situation made students with various disability feel isolated and inferior hence it negatively affected their psychological.

Appropriate teacher-students ratio enables and allows teachers to focus more on the needs of individual students particularly those with disabilities and reducing the amount of class time needed to deal with disruptions. In line with that, there is some evidence that appropriate ratio between teachers and students may benefit specific groups of students, particularly students with special needs from disadvantaged backgrounds (Krueger, 2002).

In ensuring that inclusive education in primary schools is well implemented, it is high time for the government to train and employ adequate number of teachers with special education in primary schools so as to ensure all students with various disabilities in primary schools gets assistance in learning and realizing their right to quality education. Also, it is important for the government to prepare good working environment for special teachers such as motivation of teachers with good salaries,

constructing teachers' houses, and ensuring adequacy of teaching and learning resources for enabling easier teaching and learning processes. By motivating teachers with special education, many competent academicians will be inspired to join special education field so as to teach, support and assist students with special needs in primary schools (Croft 2010).4.4

4.5 Availability and Adequacy of Teaching and Learning Materials

The study examined on the extent to which teaching and learning materials for students with special needs were available and adequate in sampled primary schools in Morogoro Municipality. The study revealed that, six (6) public and private primary schools out of nine (9) sampled schools (66.7 percent) did not have teaching and learning material for students with special needs such as books, braille machine, braille books, Snelling chart, hearing aids, assistive listening device like microphone, sense and mobility materials and room echo.

Table 4. 7 Availability and Adequacy of Teaching and Learning Materials for Students with Special Needs in Primary Schools

C/No	Teaching/Learning materials for students with special needs	Availability & Adequacy			
		Available and adequate	Available but inadequate	Available but highly inadequate	Not available
1	Books	0	2	1	6
2	Braille machine	0	0	0	9
3	Braille books	0	0	0	9
4	Snellen chart	0	0	0	9
5	Hearing aids	0	1	1	7
6	Assistive listening device. i.e. microphone	0	1	1	7
7	Sense and mobility materials	0	0	2	7
8	Room echo	0	0	2	7
Total		0	4	7	61
Percent		0	5.6 %	9.7 %	84.7

Source: Field Data, 2014

In general, out of all nine (9) sampled primary schools including six (6) sampled public and private primary schools and three (3) primary schools with special units, as shown in table 7, there was no primary school with availability and adequacy in teaching and learning materials for students with special needs, the same to zero (0) percent. There were only 5.6 percent of teaching and learning materials for students with special needs which were available but highly inadequate in sampled primary schools. 9.7 percent of teaching and learning materials in all nine sampled primary schools were available but high inadequate while 84.7 percent of all teaching and learning materials required for students with special needs were not available at all. Table 7 reveals the data more clearly.

Government and private primary schools as revealed by a study do not practice inclusive education since there were no teaching and learning materials for students with special needs. These sampled primary schools lacked suitable environment to enable students with disabilities study appropriately as other “normal” students. In primary schools with special units for student with special needs however, there were very few learning materials for disabled students. In fact, teaching and learning material for students with special needs was a challenge, not only in government and private schools, but also in primary schools with special unit for disabled students, which in fact, do not practice inclusive education since students with disabilities were kept in separate classes from “normal” students.

The situation is worse in entailing education goals since the system of education alienate disadvantageous group such as students with disabilities to acquire quality education in primary schools. For example, the study showed that, some of teaching and learning materials for students with special needs such as Braille machine, Braille books and Snellen charts were not available at all in all sampled schools. Absence of teaching and learning materials for students with special needs is an obstacle in ensuring good academic performance and hence the situation forces students with disabilities to perform poor, not because of their little abilities in academics but because they lack necessary environment to learn appropriately (Chataika, 2010).

It is high time for the government and other educational stakeholders to recognize the presence of students with special needs in primary level of education, hence, work together to ensure teaching and learning materials that suits conditions for students

with special needs are available and adequate in primary schools. As supported by Filmer (2005), this will improve students' academic performance at primary level of education, but also, will simplify teaching and learning process and teachers will be motivated to help students with special needs in academic context.

4.6 Challenges towards Implementation of Inclusive Education in Primary Schools

Stakeholders' experiences on challenges towards implementation of inclusive education in primary schools. Majority of stakeholders argued that, inadequate number of competent special education teachers to teach students with special education needs was a major challenge towards enhancing inclusive education in primary schools. Teachers for special education who in fact were inadequate in all sampled primary schools are very important tool in ensuring educational goals through provision of inclusive education are accomplished. However, absence of teachers for special education as in line with Scruggs (2007), weakens the process of educating both "normal" students as well as students with special needs in regular schools or classrooms.

Some head of schools and educational officer interviewed gave the reasons for not having special trained teachers to teach and support students with special needs in inclusive setting that, the number of students with special needs in their primary schools were few comparing to "normal" students; hence there were no need to have those special trained teachers. However, the study questioned on why those few students, with special needs could not get their rights of having trained staffs/teachers for supporting them. The answer was

that; there was little consideration given to students with special needs at primary schools. Madriaga (2007) supported the truth by arguing that it was not always clear to students with special needs as to who were the people responsible to take care of them. For example one interviewed teacher had this to say;

“I have turned to be too busy. There is no time to rest. Of course it is good that all schools accommodate students with disability, the question is how do we support them without knowledge skills? Very few times we see the general teachers supporting children with disabilities.”

Another challenge raised by most of respondents was poor infrastructure accessibility and conditions to support students with special needs in inclusive education setting. Regardless of their right to get primary level of education, the same as “normal” students, students with disabilities have not been considered by primary level of education whereby many infrastructural systems have got barriers such as stairs, narrow paths, and higher tables in classrooms as well as unsupportive toilets that were not friendly for them. Students with special needs who were using wheel chairs and clutches encountered difficult to reach some places due to the nature of infrastructure which were unfriendly to them. Filmer (2005) argued that, those students with special needs who do start primary schools which have unsupportive environment are at increased risk of dropping out. One teacher had this to say:

“Poor infrastructure is major problem in our school to accommodate students with special needs”

As witnessed by a researcher, in most of primary schools visited, the situation was not convincing for enrolment of students with special needs at all, as many infrastructure were not accessible easily to students with physical disabilities. For example, one of the physically disabled male student in one of primary school with special unit exposed his experience to the researcher on how he suffered to access to washroom which was not designed to suit his condition. In parallel to that, the washroom was used by more than eight (8) other able students to the sense it was very dirty and worse enough that wash room was not accessible by wheel chair, and he had to crawl instead.

It is advisable that all primary schools should have plans that all buildings and infrastructure such as classrooms, toilets and play grounds to consider people with disabilities like putting slopes and lumps so that every student in spite of his/her condition could move and make the use of any environment that are comparable to their needs easily.

Another major challenge towards implementation of inclusive education in primary schools as has been revealed by respondents was high inadequacy of teaching and learning materials for students with special education needs. This hindered the implementation of inclusive education in the sense that, special education teachers found difficulties when teaching students with disabilities problems. For example, most of primary schools, including those with special units for disabled students do not have Braille machines to support students with visual disabilities to the extent, such kind of students felt excluded in their right to acquire quality education. Absence of teaching and learning materials in sampled primary schools imposes a

major challenge towards successful implementation of inclusive education in primary schools Eagly *et al* (1994).

Negative perception toward students with special educational needs to learn with “normal” students in regular classroom was another challenge many respondents argued to hinder successful implementation of inclusive education in primary schools. Administrators, educational leaders and different educational stakeholders have been arguing for and against the significance of inclusive education. Some of primary education implementers do not believe on inclusive education in primary schools on behalf, they supported special education system that keeps students with special needs in separate classes. However, special education is not suitable system of education since it hinders interactions and socialization of students with special needs with “normal” students to the extents, students with special needs may feel disadvantageous and segregated to the system of education (Croft 2010).

It is obvious that, government and other education stakeholders put less emphasis in introducing inclusive education in primary schools. This goes parallel with less government budget allocated to finance primary education through setting appropriate environment for the practice of inclusive education. Charema (2010) argues that, less government budget and poor support from educational stakeholders made it difficult for training adequate number of teachers for special education, purchasing of enough teaching and learning materials for students with special educational needs as well as preparation of conducive infrastructure to enable the practice of inclusive education in primary schools.

4.7 Strategies to Successfully Implement Inclusive Education in Primary Schools

On what should be done in order to successful implement inclusive education in primary schools. Majority of stakeholders commented that, government, in collaboration with other stakeholders must prepare special budget for in service training teachers in order to accommodate students with special needs in all primary schools. In parallel to that, primary schools should prepare plans according to its environment in order to favor and support students with special needs in inclusive education setting.

I think professional development for teachers is very important because some of us are still in the traditional way of teaching. I mean our old ways of teaching children. We know that children with disabilities were not included in our school; if this will change then we need training.
(Interview)

When he was further asked to say how the school uses the money given by the government, he stated:

“The money was spent on basic needs such as food, materials like stationeries for students and teachers. “

Respondents suggest that infrastructures such as classrooms, washrooms and play grounds, should consider people with disabilities by building ramps and stage favorite to access different services in different locations. This should be done in regular schools so as to accommodate all students in spite of their conditions. This will facilitate the development towards implementation of inclusive education in primary schools (Govinder, 2009).

Other stakeholders proposed that the government should identify all students with special needs in primary schools so as to assist them according to their needs. Some respondents suggested on the need to formulate laws that students with disabilities including those with physical disabilities should have special care from primary education level to higher education level. Respondents added that, policies and plans from government to primary schools concerning people with disabilities must be put into actions including that of implementing inclusive education so as to build the sense of equity and socialization for all students regardless their physical, mental or any other condition.

Apart from many suggestions and proposals from different stakeholders, government was also advised to train enough teachers and expertise to be used to teach and assist and give support to all students with disabilities from primary education level to higher level of education. Government was recommended as well to supply all necessary equipment to students with physical disabilities in primary schools such as wheel chairs, computers, projectors, sound systems and books so as to assist disabled students to reach their academic and social needs.

Advocacy on helping students with disabilities was also raised as a suggestion to address the issues of students with disabilities at primary schools. Communities as argued by Chataika (2010), advised of being aware on the importance of treating equally each member within and outside the community with much love, care and support regardless of condition one has. Communities were also educated that people with disabilities are part and parcel of the community and we should provide them any necessary support when needed.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study

The main objective of the research was to investigate implementation of the national inclusive education strategy in primary schools in Morogoro Municipality, Tanzania.

Its specific objectives include to:

- i. Trace the trend of enrollment and completion rates for the students with special needs in primary schools in Morogoro Municipality in the past five years,
- ii. Assess the availability of support services to students with special needs in primary schools in Morogoro Municipality,
- iii. Examine the availability and adequacy of teaching and learning materials for teaching students with special needs in primary schools in Morogoro Municipality,
- iv. Identify the challenges towards implementation of inclusive education in primary schools
- v. To suggest the strategies to successfully implement inclusive education in primary schools.

The study employed mixed approach and survey research design were used in collecting and analyzing data. The study employed quantitative approach during assessment of enrollment and completion rates of children with SN from 2009 to 2013 by admission documentary review instrument. Check list and observation used to assess availability of support service, availability and adequacy of teaching and learning materials for students with special needs in nine (9) sampled primary

schools. Also Interview guide was used to collect data on identify the challenges towards implementation of inclusive education and strategies to successful implementation of inclusive education in primary schools. All data collected from one district educational officer, 9 heads of schools, 18 teachers, 12 parents and 17 students with disabilities and 45 normal students from all selected sampled primary schools.

5.2 Summary of the main findings

The following were the main findings of the study;

- i. Only 45% of the enrolled students with special needs were able to complete 7 years of primary education in Morogoro municipality.
- ii. The teacher student ratio was high (1:12) which meant that teachers for children with special education had a high workload.
- iii. Teaching and learning materials for students with special needs were available but highly inadequate while (84.7%) of teaching and learning materials were not available and been obstacle for implementation of inclusive education in primary schools in Morogoro municipality.
- iv. Lack of competent teachers to handle students with special needs in T/L and poor infrastructure in schools' environments were revealed as a major challenges to access and accommodate students with differences needs in inclusive classroom in primary schools, Morogoro municipality.
- v. Toward successfully implementation of inclusive education it proposed to the government providing budget and program for in service training teachers for teaching students with special education need and facilitate good infrastructure in all primary schools.

5.3 Conclusions of the Study

The study on implementation of the national inclusive education strategy in primary schools in Morogoro municipality, on the trend of enrollment and completion of students with special needs in the years 2009 to 2013 it showed that more than half of students enrolled did not completed their primary education level. On assessment of availability of support service, teacher- student ratio for trained teacher and students with special needs was not appropriate since teachers were few compare to the number of students with SN. Study examined the availability and adequate teaching and learning materials for children with special needs revealed high availability and inadequate, the challenges toward implementation of national inclusive education were identified as poof infrastructure such as classrooms, play grounds and lack of trained teachers for SEN. Moreover to success implementation of national strategy inclusive education the program of in service teachers for SEN. By considering poor enrollment and completion rates inappropriate ratio between special education teachers and students with special needs, there is a needs to plan and do more in order to implement national inclusive education strategy in primary schools in Morogoro municipality.

5.4 Recommendations of the Study

Based on the research findings and the conclusions drawn in the preceding section, two categories of recommendations are made.

5.4.1 Recommendation for Action

- Governments to prepare good environment at primary schools that will not only increase enrollment of students with special needs but also improves

retention and graduation rates in order to successfully exercise inclusive education in regular schools and classrooms.

- Government put more efforts to train and employ adequate number of special education teachers in primary schools so as to provide equity, quality and inclusive primary education.
- Government in collaboration with other educational stakeholders make effort on purchasing adequate teaching and learning materials for students with special needs in primary schools so as to simplify teaching and learning process for students with special needs.
- The government and primary schools have to prepare special budgets in order to support or accommodate students with disabilities' needs.
- Primary schools in collaboration with educational officers prepare plans according to their environment in order to favor and support students with SEN so as to learn comfortable in inclusive education setting.
- Primary schools should plan to have special offices and/or desk to deal with matters pertaining to students including students with special needs.
- The Tanzanian government identify all students with special needs in primary schools so as to assist them according to their needs.
- Increase campaigns on communities' awareness on the importance of treating each member of within and outside the community with much love, care and support regardless of condition one has. Communities should understand that people with disabilities are part and parcel of the community and we should accord them all necessary support.

5.4.2 Recommendation for Further Studies

This study was specifically carried out in Morogoro Municipality to investigate the implementation of national inclusive education strategy in primary schools in Morogoro Municipality, Tanzania. However, further studies are needed to find out major factors that hinder successful implementation of National inclusive education strategy in different levels of education in Tanzania so as to enable creating conducive learning environments for all students at primary schools and further levels of education.

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APPENDICES

APPENDIX 1: The Guide On Enrolment And Completion Rates for the Students with Special Needs in Primary Schools in Morogoro Municipality in the Past Five Years: To head of schools

(Write down number of students with special needs enrolled and complete primary education in respective years)

[illegible]

APPENDIX 2: The Guide on Teacher-Student Ratio for Special Teachers and Students with Special Needs in Primary Schools in Morogoro Municipality: To Head Teachers

Type of Sampled Primary Schools	C/No	Sampled Primary Schools	Number of Special Trained Teachers Available	Number of Students with Special Needs
Government Primary Schools	1	e.g Mwera		
	2			
	3			
Private Primary Schools	1			
	2			
	3			
Primary Schools With Special Units for disabilities	1			
	2			
	3			
TOTAL				

APPENDIX 3: The Guide on Availability and Adequacy of Teaching and Learning Materials for Teaching Students with Special Needs in Primary Schools in Morogoro Municipality: To Head of School in Assistance of Academic Master/Mistress

C/No	Teaching/Learning materials for students with special needs	Availability & Adequacy			
		Available and adequate	Available but inadequate	Available but highly inadequate	Not available
1	e.g books				
2					
3					
4					
5					
6					
7					
8					

Who provides Teaching and learning materials?

.....

Provide your opinion on availability of T/L materials

.....

APPENDIX 4: An Interview Guide on Assessment of Stakeholders' Views on Successful Implementation of Inclusive Education in Primary Schools in Morogoro Municipality

1. What is your perception on inclusive education in primary schools?
2. What are the major challenges towards implementing inclusive education in primary schools?
3. What do you think are the strategies to successfully implement inclusive education in primary schools?

APPENDIX 5: RESEARCH CLEARANCE LETTER

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759
 Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
 Fax: 255-22-2668759,
 E-mail: drpc@out.ac.tz

8/3/2016

Municipal Director,
 Morogoro Municipality,
 Morogoro

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Ms. Zaituni, SAIDI, HD/E/723/T.13 who is a Master student at the Open University of Tanzania. By this letter, Ms. Zaituni Saidi has been granted clearance to conduct research in the country. The title of his research is "THE IMPLEMENTATION OF THE NATIONAL INCLUSIVE EDUCATION STRATEGY IN PRIMARY SCHOOLS IN MOROGORO MUNICIPALITY, TANZANIA". The research will be conducted in Morogoro Municipality.

The period which this permission has been granted is from 14/03/ 2016 to 13/04/2016.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
 Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA